

## Independence Elementary

132 W. Springdale Road  
Rock Hill, South Carolina

|                       |                       |              |
|-----------------------|-----------------------|--------------|
| <b>Grades</b>         | K-5 Elementary School |              |
| <b>Enrollment</b>     | 481 Students          |              |
| <b>Principal</b>      | Mary Chandler         | 803-981-1135 |
| <b>Superintendent</b> | Dr. Lynn P. Moody     | 803-981-1000 |
| <b>Board Chair</b>    | Bob Norwood           | 803-981-1000 |

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

| Year        | Absolute Rating | Growth Rating  |
|-------------|-----------------|----------------|
| <b>2008</b> | <b>Average</b>  | <b>Average</b> |
| 2007        | Average         | Below Average  |
| 2006        | Average         | Below Average  |
| 2005        | Average         | Below Average  |
| 2004        | Good            | At-Risk        |

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

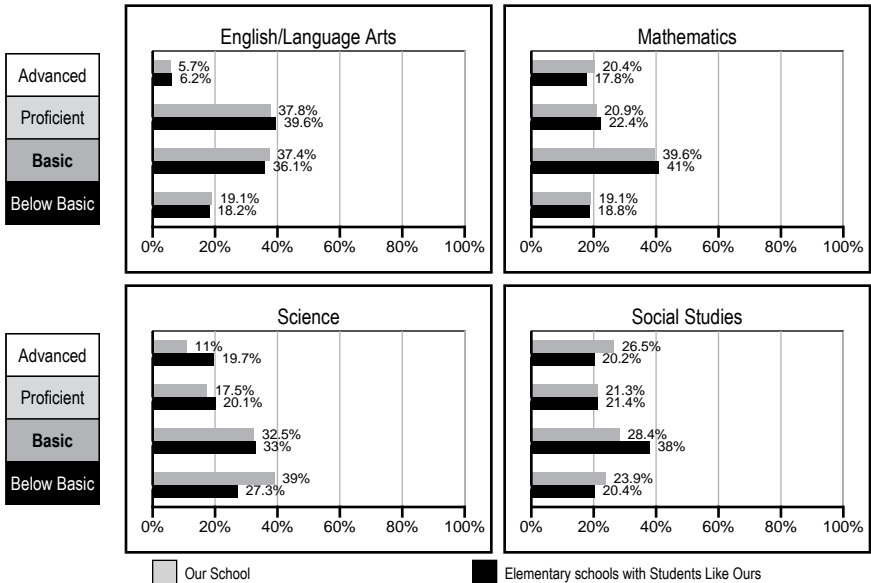
95.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0         | 15   | 62      | 6             | 1       |

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

|             |   |
|-------------|---|
| Advanced    | Exceeded expectations, Very high score, very well prepared to work at next grade level  |
| Proficient  | Met expectations, Well prepared to work at next grade level   |
| Basic       | Met standards, Minimally prepared, can go to next grade level   |
| Below Basic | Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A--Not Applicable   N/AV--Not Available   N/C--Not Collected   N/R--Not Reported   I/S--Insufficient Sample

School Profile

|  | Our School    | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|---------------|-----------------------|--|--------------------------|
| <b>Students (n=481)</b>  |               |                       |  |                          |
| First graders who attended full-day kindergarten                           | 100.0%        | No Change             | 100.0%                                     | 100.0%                   |
| Retention rate   | 1.2%          | Up from 0.6%          | 2.2%                                       | 2.3%                     |
| Attendance rate  | 95.9%         | Down from 96.2%       | 96.4%                                      | 96.3%                    |
| Eligible for gifted and talented   | 7.8%          | Down from 11.0%       | 12.3%                                      | 10.4%                    |
| With disabilities other than speech  | 6.9%          | Down from 11.1%       | 7.9%                                       | 7.5%                     |
| Older than usual for grade   | 0.0%          | Down from 0.4%        | 0.5%                                       | 0.6%                     |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0%          | No Change             | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=37)</b>   |               |                       |  |                          |
| Teachers with advanced degrees   | 54.1%         | Down from 57.1%       | 56.0%                                      | 56.7%                    |
| Continuing contract teachers   | 75.7%         | Down from 88.6%       | 78.2%                                      | 77.3%                    |
| Teachers with emergency or provisional certificates                        | 3.1%          | Up from 0.0%          | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year                                      | 85.3%         | Down from 88.4%       | 87.9%                                      | 86.4%                    |
| Teacher attendance rate  | 96.6%         | Up from 96.1%         | 95.2%                                      | 94.9%                    |
| Average teacher salary   | \$46,177      | Down 2.4%             | \$45,138                                   | \$45,345                 |
| Professional development days/teacher                                      | 10.5 days     | Down from 12.4 days   | 11.9 days                                  | 12.6 days                |
| <b>School</b>  |               |                       |  |                          |
| Principal's years at school  | 0.0           | Down from 7.0         | 3.0  | 4.0                      |
| Student-teacher ratio in core subjects                                     | 18.5 to 1     | Down from 20.7 to 1   | 18.9 to 1                                  | 18.5 to 1                |
| Prime instructional time   | 91.3%         | Up from 90.0%         | 90.5%                                      | 89.8%                    |
| Opportunities in the arts  | Excellent     | Up from Good          | Good                                       | Good                     |
| SACS accreditation   | No            | No Change             | Yes  | Yes                      |
| Parents attending conferences  | 100.0%        | No Change             | 100.0%                                     | 100.0%                   |
| Character development program  | Below Average | Down from Average     | Excellent                                  | Excellent                |
| Dollars spent per pupil*   | \$5,918       | Down 5.2%             | \$6,455                                    | \$7,052                  |
| Percent of expenditures for instruction*                                   | 75.8%         | Down from 77.8%       | 69.8%                                      | 69.1%                    |
| Percent of expenditures for teacher salaries*                              | 71.7%         | Down from 75.3%       | 65.3%                                      | 64.2%                    |

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

Independence Elementary is a Title I school located near the Catawba Indian Reservation in Rock Hill, South Carolina. With approximately 54% of our students on free or reduced lunch, we qualify for additional funding from the federal government to support programs in the school. These funds are used mostly for salaries of para-professionals and Reading Recovery teachers. This past year, we were also able to complete the installation of interactive white boards in all K-5 classrooms. Students have been actively engaged in the newest technology and we pride ourselves in having such a wonderful resource for teachers and students.

Teachers in our building have completed curriculum maps to pace and guide instruction in all of the core subjects. The work on these maps was mostly completed on our district late-start days. These maps along with the new district Literacy Guide will be in place for the 2008-2009 school year. Math will also be a focus for the upcoming year. This past year, we hired retired teachers to tutor children who need additional help based on their PACT scores.

Our PTO this past year, chose not to have a fund raiser but rather ask parents to donate a one-time gift of \$25.00 to build the PTO budget. With only about half of our school population participating in this, the PTO was limited in how much they were able to provide for the school. However, they have contributed toward the Safety Patrol Trip, Fifth Grade Graduation, maintenance of the courtyards and aviary, school assemblies, Red Ribbon Week, and other items. We appreciate the PTO volunteers for their many long hours of work in our school.

The Safety Patrol earned money to support an overnight trip to Charleston, SC. Thanks to the leaders of our Safety Patrol who worked with our children all year.

We continue to receive support from Master Pak Martial Arts and Sullivan Dance Studios in offering on-site programs to our students at a reduced rate. The goal of Independence is to educate the whole child by providing opportunities for students that will enhance their personal talents as well as strengthen their academic success.

Mary Chandler-McVann, principal

Jennifer Osborne, School Improvement Council President

Evaluations by Teachers, Students and Parents

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 34       | 78        | 29       |
| Percent satisfied with learning environment            | 91.2%    | 94.9%     | 89.3%    |
| Percent satisfied with social and physical environment | 94.1%    | 88.5%     | 86.2%    |
| Percent satisfied with school-home relations           | 87.9%    | 92.3%     | 79.3%    |

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 14 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

Continuing School Improvement

School Improvement Key

|       |   |
|-------|---|
| NI    | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.   |
| CSI   | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.   |
| CA    | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.                                    |
| RP    | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R     | Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.   |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."            |
| HOLD  | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."      |

Teacher Quality and Student Attendance

|   | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers  | 2.4%         | 1.8%  |
| Classes in high poverty schools not taught by highly qualified teachers | N/A          | 6.8%  |

|   | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0%       | 0.0%            | Yes                 |
| Student attendance rate                         | 95.9%      | 94.0%           | Yes                 |

\* Or greater than last year

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

## PACT Performance By Group

|  | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|

## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

|              |     |     |      |      |      |     |      |      |      |     |     |
|--------------|-----|-----|------|------|------|-----|------|------|------|-----|-----|
| All Students | 240 | 100 | 19.1 | 37.4 | 37.8 | 5.7 | 55.7 | 51.1 | 48.2 | Yes | Yes |
|--------------|-----|-----|------|------|------|-----|------|------|------|-----|-----|

## Gender

|      |     |     |      |      |      |     |      |      |      |     |     |
|------|-----|-----|------|------|------|-----|------|------|------|-----|-----|
| Male | 117 | 100 | 25.2 | 38.7 | 29.7 | 6.3 | 47.7 | 44.3 | 41.7 | N/A | N/A |
|------|-----|-----|------|------|------|-----|------|------|------|-----|-----|

|        |     |     |      |      |      |   |    |      |    |     |     |
|--------|-----|-----|------|------|------|---|----|------|----|-----|-----|
| Female | 123 | 100 | 13.4 | 36.1 | 45.4 | 5 | 63 | 58.3 | 55 | N/A | N/A |
|--------|-----|-----|------|------|------|---|----|------|----|-----|-----|

## Racial/Ethnic Group

|       |     |     |     |      |      |     |      |      |    |     |     |
|-------|-----|-----|-----|------|------|-----|------|------|----|-----|-----|
| White | 129 | 100 | 9.7 | 33.9 | 47.6 | 8.9 | 70.2 | 63.9 | 60 | Yes | Yes |
|-------|-----|-----|-----|------|------|-----|------|------|----|-----|-----|

|                  |    |     |      |      |      |     |      |      |      |    |     |
|------------------|----|-----|------|------|------|-----|------|------|------|----|-----|
| African American | 77 | 100 | 31.9 | 45.8 | 20.8 | 1.4 | 33.3 | 31.8 | 31.7 | No | Yes |
|------------------|----|-----|------|------|------|-----|------|------|------|----|-----|

|                        |   |     |     |     |     |     |     |    |      |     |     |
|------------------------|---|-----|-----|-----|-----|-----|-----|----|------|-----|-----|
| Asian/Pacific Islander | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 69 | 70.4 | I/S | I/S |
|------------------------|---|-----|-----|-----|-----|-----|-----|----|------|-----|-----|

|          |   |     |     |     |     |     |     |      |      |     |     |
|----------|---|-----|-----|-----|-----|-----|-----|------|------|-----|-----|
| Hispanic | 9 | I/S | I/S | I/S | I/S | I/S | I/S | 40.9 | 38.4 | I/S | I/S |
|----------|---|-----|-----|-----|-----|-----|-----|------|------|-----|-----|

|                         |    |     |      |      |      |   |      |      |    |     |     |
|-------------------------|----|-----|------|------|------|---|------|------|----|-----|-----|
| American Indian/Alaskan | 23 | 100 | 30.4 | 30.4 | 39.1 | 0 | 52.2 | 40.5 | 47 | I/S | I/S |
|-------------------------|----|-----|------|------|------|---|------|------|----|-----|-----|

## Disability Status

|          |    |     |      |      |   |     |      |      |    |     |     |
|----------|----|-----|------|------|---|-----|------|------|----|-----|-----|
| Disabled | 24 | 100 | 62.5 | 33.3 | 0 | 4.2 | 20.8 | 17.9 | 16 | I/S | I/S |
|----------|----|-----|------|------|---|-----|------|------|----|-----|-----|

## Migrant Status

|         |     |     |     |     |     |     |     |     |      |     |     |
|---------|-----|-----|-----|-----|-----|-----|-----|-----|------|-----|-----|
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 38.1 | N/A | N/A |
|---------|-----|-----|-----|-----|-----|-----|-----|-----|------|-----|-----|

## English Proficiency

|                            |   |     |     |     |     |     |     |      |      |     |     |
|----------------------------|---|-----|-----|-----|-----|-----|-----|------|------|-----|-----|
| Limited English Proficient | 3 | I/S | I/S | I/S | I/S | I/S | I/S | 35.3 | 36.9 | I/S | I/S |
|----------------------------|---|-----|-----|-----|-----|-----|-----|------|------|-----|-----|

## Socio-Economic Status

|                |     |     |      |      |      |     |      |      |    |    |     |
|----------------|-----|-----|------|------|------|-----|------|------|----|----|-----|
| Subsided meals | 124 | 100 | 29.8 | 40.4 | 28.1 | 1.8 | 37.7 | 33.6 | 34 | No | Yes |
|----------------|-----|-----|------|------|------|-----|------|------|----|----|-----|

## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

|              |     |     |      |      |      |      |      |      |      |     |     |
|--------------|-----|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 240 | 100 | 19.1 | 39.6 | 20.9 | 20.4 | 53.9 | 51.1 | 45.8 | Yes | Yes |
|--------------|-----|-----|------|------|------|------|------|------|------|-----|-----|

## Gender

|      |     |     |      |      |      |      |      |      |      |     |     |
|------|-----|-----|------|------|------|------|------|------|------|-----|-----|
| Male | 117 | 100 | 25.2 | 34.2 | 15.3 | 25.2 | 49.5 | 50.3 | 45.6 | N/A | N/A |
|------|-----|-----|------|------|------|------|------|------|------|-----|-----|

|        |     |     |      |      |      |    |    |      |      |     |     |
|--------|-----|-----|------|------|------|----|----|------|------|-----|-----|
| Female | 123 | 100 | 13.4 | 44.5 | 26.1 | 16 | 58 | 52.1 | 45.9 | N/A | N/A |
|--------|-----|-----|------|------|------|----|----|------|------|-----|-----|

## Racial/Ethnic Group

|       |     |     |     |      |      |      |      |      |    |     |     |
|-------|-----|-----|-----|------|------|------|------|------|----|-----|-----|
| White | 129 | 100 | 9.7 | 36.3 | 21.8 | 32.3 | 66.9 | 64.6 | 59 | Yes | Yes |
|-------|-----|-----|-----|------|------|------|------|------|----|-----|-----|

|                  |    |     |      |      |      |     |      |    |      |    |     |
|------------------|----|-----|------|------|------|-----|------|----|------|----|-----|
| African American | 77 | 100 | 34.7 | 43.1 | 18.1 | 4.2 | 31.9 | 30 | 26.9 | No | Yes |
|------------------|----|-----|------|------|------|-----|------|----|------|----|-----|

|                        |   |     |     |     |     |     |     |      |      |     |     |
|------------------------|---|-----|-----|-----|-----|-----|-----|------|------|-----|-----|
| Asian/Pacific Islander | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 72.2 | 71.3 | I/S | I/S |
|------------------------|---|-----|-----|-----|-----|-----|-----|------|------|-----|-----|

|          |   |     |     |     |     |     |     |      |      |     |     |
|----------|---|-----|-----|-----|-----|-----|-----|------|------|-----|-----|
| Hispanic | 9 | I/S | I/S | I/S | I/S | I/S | I/S | 42.7 | 38.1 | I/S | I/S |
|----------|---|-----|-----|-----|-----|-----|-----|------|------|-----|-----|

|                         |    |     |      |      |      |     |      |      |      |     |     |
|-------------------------|----|-----|------|------|------|-----|------|------|------|-----|-----|
| American Indian/Alaskan | 23 | 100 | 21.7 | 39.1 | 30.4 | 8.7 | 56.5 | 46.8 | 46.2 | I/S | I/S |
|-------------------------|----|-----|------|------|------|-----|------|------|------|-----|-----|

## Disability Status

|          |    |     |      |      |      |     |      |    |      |     |     |
|----------|----|-----|------|------|------|-----|------|----|------|-----|-----|
| Disabled | 24 | 100 | 58.3 | 20.8 | 12.5 | 8.3 | 29.2 | 19 | 17.1 | I/S | I/S |
|----------|----|-----|------|------|------|-----|------|----|------|-----|-----|

## Migrant Status

|         |     |     |     |     |     |     |     |     |      |     |     |
|---------|-----|-----|-----|-----|-----|-----|-----|-----|------|-----|-----|
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 32.5 | N/A | N/A |
|---------|-----|-----|-----|-----|-----|-----|-----|-----|------|-----|-----|

## English Proficiency

|                            |   |     |     |     |     |     |     |      |      |     |     |
|----------------------------|---|-----|-----|-----|-----|-----|-----|------|------|-----|-----|
| Limited English Proficient | 3 | I/S | I/S | I/S | I/S | I/S | I/S | 38.9 | 38.7 | I/S | I/S |
|----------------------------|---|-----|-----|-----|-----|-----|-----|------|------|-----|-----|

## Socio-Economic Status

|                |     |     |      |      |      |      |      |    |      |     |     |
|----------------|-----|-----|------|------|------|------|------|----|------|-----|-----|
| Subsided meals | 124 | 100 | 28.9 | 45.6 | 14.9 | 10.5 | 38.6 | 35 | 31.4 | Yes | Yes |
|----------------|-----|-----|------|------|------|------|------|----|------|-----|-----|

\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

## PACT Performance By Group

|                            | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | School Attendance Rate | District Attendance Rate |
|----------------------------|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|------------------------|--------------------------|
| Science                    |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| All Students               | 160                           | 100      | 39            | 32.5    | 17.5         | 11         | 28.6                              | 37.8                                | 35.7                             | 95.9                   | 96.6                     |
| Gender                     |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Male                       | 74                            | 100      | 45.7          | 27.1    | 14.3         | 12.9       | 27.1                              | 38.2                                | 37.4                             | 95.8                   | 96.5                     |
| Female                     | 86                            | 100      | 33.3          | 36.9    | 20.2         | 9.5        | 29.8                              | 37.4                                | 33.8                             | 96                     | 96.7                     |
| Racial/Ethnic Group        |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| White                      | 79                            | 100      | 23.7          | 31.6    | 26.3         | 18.4       | 44.7                              | 51.3                                | 49.2                             | 95.9                   | 96.6                     |
| African American           | 59                            | 100      | 58.9          | 32.1    | 5.4          | 3.6        | 8.9                               | 17                                  | 17                               | 96.5                   | 96.6                     |
| Asian/Pacific Islander     | 2                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 52.9                                | 58                               | 95.4                   | 97.8                     |
| Hispanic                   | 6                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 26.2                                | 24.9                             | 95                     | 96.4                     |
| American Indian/Alaskan    | 14                            | 100      | 42.9          | 35.7    | 21.4         | 0          | 21.4                              | 37.1                                | 37.4                             | 94.3                   | 94.8                     |
| Disability Status          |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Disabled                   | 17                            | 100      | 70.6          | 17.6    | 11.8         | 0          | 11.8                              | 16.1                                | 14                               | 95.1                   | 95.6                     |
| Migrant Status             |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Migrant                    | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | N/A                                 | 21.9                             | N/A                    | N/A                      |
| English Proficiency        |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Limited English Proficient | 3                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 24.7                                | 24.4                             | 98.3                   | 96.6                     |
| Socio-Economic Status      |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Subsidized meals           | 85                            | 100      | 57            | 26.6    | 10.1         | 6.3        | 16.5                              | 19.5                                | 21.1                             | 95.3                   | 95.9                     |
| Social Studies             |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| All Students               | 162                           | 99.4     | 23.4          | 28.6    | 21.4         | 26.6       | 48.1                              | 38.8                                | 34                               | 95.9                   | 96.6                     |
| Gender                     |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Male                       | 79                            | 98.7     | 29.7          | 27      | 18.9         | 24.3       | 43.2                              | 40.3                                | 36.6                             | 95.8                   | 96.5                     |
| Female                     | 83                            | 100      | 17.5          | 30      | 23.8         | 28.8       | 52.5                              | 37.3                                | 31.3                             | 96                     | 96.7                     |
| Racial/Ethnic Group        |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| White                      | 90                            | 100      | 18.4          | 17.2    | 24.1         | 40.2       | 64.4                              | 49.4                                | 44.5                             | 95.9                   | 96.6                     |
| African American           | 47                            | 100      | 32.6          | 48.8    | 7            | 11.6       | 18.6                              | 22.6                                | 19.1                             | 96.5                   | 96.6                     |
| Asian/Pacific Islander     | 1                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 52.9                                | 58.9                             | 95.4                   | 97.8                     |
| Hispanic                   | 8                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 30.9                                | 27.5                             | 95                     | 96.4                     |
| American Indian/Alaskan    | 16                            | 100      | 18.8          | 43.8    | 37.5         | 0          | 37.5                              | 31.3                                | 32.7                             | 94.3                   | 94.8                     |
| Disability Status          |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Disabled                   | 16                            | 100      | 56.3          | 25      | 18.8         | 0          | 18.8                              | 18                                  | 14.4                             | 95.1                   | 95.6                     |
| Migrant Status             |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Migrant                    | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | N/A                                 | 22.6                             | N/A                    | N/A                      |
| English Proficiency        |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Limited English Proficient | 2                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 25.3                                | 27.3                             | 98.3                   | 96.6                     |
| Socio-Economic Status      |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Subsidized meals           | 84                            | 98.8     | 34.2          | 36.8    | 13.2         | 15.8       | 28.9                              | 24                                  | 21                               | 95.3                   | 95.9                     |

\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

## PACT Performance By Grade Level

|                       | Grade | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced* |
|-----------------------|-------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------|
| English/Language Arts |       |                               |          |               |         |              |            |                            |
| 2007                  | 3     | 79                            | 100      | 21.3          | 37.3    | 38.7         | 2.7        | 41.3                       |
|                       | 4     | 87                            | 100      | 19            | 39.3    | 39.3         | 2.4        | 41.7                       |
|                       | 5     | 102                           | 98       | 33.3          | 32.3    | 30.1         | 4.3        | 34.4                       |
|                       | 6     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 7     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 8     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
| 2008                  | 3     | 76                            | 100      | 15.7          | 32.9    | 40           | 11.4       | 51.4                       |
|                       | 4     | 82                            | 100      | 20.3          | 36.7    | 40.5         | 2.5        | 43                         |
|                       | 5     | 82                            | 100      | 21            | 42      | 33.3         | 3.7        | 37                         |
|                       | 6     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 7     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 8     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
| Mathematics           |       |                               |          |               |         |              |            |                            |
| 2007                  | 3     | 79                            | 100      | 29.3          | 46.7    | 17.3         | 6.7        | 24                         |
|                       | 4     | 87                            | 100      | 25            | 38.1    | 25           | 11.9       | 36.9                       |
|                       | 5     | 102                           | 98       | 24.7          | 38.7    | 15.1         | 21.5       | 36.6                       |
|                       | 6     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 7     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 8     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
| 2008                  | 3     | 76                            | 100      | 22.9          | 41.4    | 18.6         | 17.1       | 35.7                       |
|                       | 4     | 82                            | 100      | 16.5          | 45.6    | 16.5         | 21.5       | 38                         |
|                       | 5     | 82                            | 100      | 18.5          | 32.1    | 27.2         | 22.2       | 49.4                       |
|                       | 6     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 7     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 8     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
| Science               |       |                               |          |               |         |              |            |                            |
| 2007                  | 3     | 41                            | 100      | 28.9          | 39.5    | 26.3         | 5.3        | 31.6                       |
|                       | 4     | 87                            | 100      | 36.1          | 32.5    | 19.3         | 12         | 31.3                       |
|                       | 5     | 50                            | 98       | 40            | 24.4    | 17.8         | 17.8       | 35.6                       |
|                       | 6     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 7     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 8     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
| 2008                  | 3     | 38                            | 100      | 34.3          | 45.7    | 17.1         | 2.9        | 20                         |
|                       | 4     | 82                            | 100      | 39.2          | 31.6    | 24.1         | 5.1        | 29.1                       |
|                       | 5     | 40                            | 100      | 42.5          | 22.5    | 5            | 30         | 35                         |
|                       | 6     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 7     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 8     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
| Social Studies        |       |                               |          |               |         |              |            |                            |
| 2007                  | 3     | 38                            | 100      | 11.1          | 38.9    | 27.8         | 22.2       | 50                         |
|                       | 4     | 87                            | 100      | 28.9          | 39.8    | 21.7         | 9.6        | 31.3                       |
|                       | 5     | 53                            | 98.1     | 27.7          | 38.3    | 14.9         | 19.1       | 34                         |
|                       | 6     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 7     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 8     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
| 2008                  | 3     | 38                            | 100      | 17.1          | 28.6    | 14.3         | 40         | 54.3                       |
|                       | 4     | 82                            | 98.8     | 29.5          | 29.5    | 21.8         | 19.2       | 41                         |
|                       | 5     | 42                            | 100      | 17.1          | 26.8    | 26.8         | 29.3       | 56.1                       |
|                       | 6     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 7     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 8     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample